DOCUMENT RESUME

ED 154 862 JC 780 269

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TITLE Intersession '78: A Report for the Flexible Calendar Project.
INSTITUTION Cosumnes River Coll., Sacramento, Calif.
PUB DATE [78]
NOTE 39p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; *Faculty Development; Institutional Research; *Junior Colleges; Questionnaires; *School Calendars; *School Schedules; School Surveys; *Short Courses; Student Attitudes; Teacher Attitudes
IDENTIFIERS *Intersessions

ABSTRACT

Cosumnes River College adopted a Flexible Calendar Program in 1975, reducing the traditional eighteen-week semesters to sixteen weeks and adding a three-week intersession which has been the focal point of change at the college, especially in approaches to learning and teaching. For students, the fifteen, non-instructional days allowed time to explore new courses, meet graduation requirements, or reinforce basic learning skills. For instructors, intersession permitted new teaching timeframes, and time to revise existing curricula and for developing future courses. Faculty/staff and student evaluations, involving surveys covering activities participated in (mini-courses, faculty development, etc.) and advantages and disadvantages as perceived by each group as well as suggestions for improvement, indicated overwhelming intersession success. Of the 83 faculty and staff members surveyed, 51% taught one or more of the 57 mini-courses offered, while over 50% participated in in-service and staff development activities. Over 50% of the students attending intersession participated in the survey; of these, 71% strongly agreed and 28% agreed the experience was worthwhile, and 1% expressed no opinion. Lists of instructional and staff development activities offered during intersession 1978, specific suggestions for improvement, and detailed survey responses are included. (TR)

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LOS RIOS COMMUNITY COLLEGE DISTRICT

FLEXIBLE CALENDAR PILOT PROGRAM

INTERSESSION '78'

A Report for the
Flexible Calendar Project

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, California 95823

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JC 780 269

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PREFACE

Adapting to change has been a rewarding challenge for the students and staff at Cosumnes River College.

This is Cosumnes River College's second year on the Flexible Calendar Project. We have reduced our two traditional 18-week semesters to 16-week semesters and added a 3-week Intersession.

For CRC, the Intersession has been the focal point of change -- allowing many approaches to learning and teaching. For students, Intersession has allowed time to explore new courses, to meet graduation requirements, or to reinforce basic learning skills. For instructors, Intersession has permitted new timeframes for teaching, time to revise existing curriculum, and time for developing future courses.

The success of this time period is presented in this report. We feel the cooperation we have received from our students, staff, and faculty in gathering this data presents an accurate reflection of Intersession 1978, at Cosumnes River College.

Sincerely,

Douglas W. Burris
President

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INTERSESSION '78'
Non-Instructional Days of the Flexible Calendar Project

BACKGROUND

The Flexible Calendar Program was adopted by the Board of Governors of the California Community Colleges in April of 1975. The legislation authorizing the pilot program had the following objectives:

1. *study the use of alternative full-time equivalent measures of enrollment that eliminated factors which theoretically convert enrollment to attendance;*
2. *evaluate a minimum instructional year of 160 days for community colleges similar to that of other segments of postsecondary education while retaining the 175 day academic year;*
3. *facilitate articulation of community college students with other segments of postsecondary education;*
4. *allow programs and courses to be designed on the basis of student need, subject content, thereby increasing student access, persistence, and achievement of other student related objectives;*
5. *provide opportunity to smooth peak student course demand within an educationally and fiscally responsible framework;*
6. *provide for and evaluate the use of non-instructional days for staff participation in instructionally related activities; and*
7. *implement the pilot program at a no gain/no loss in district operating revenue per unit of student workload.*

Cosumnes River College (CRC) has adopted the academic calendar which has two sixteen-week semesters and a three-week Intersession. The Intersession'77-78 fifteen non-instructional days, began January 9, 1978 and ended January 27, 1978.

Included in the legislation which provides for the Flexible Calendar, is a provision that 15 days of the 175 days of instruction may be utilized for related instruction activity. College personnel under contract for the academic year are accountable for the 175 work days, but are not limited to:

- *(a) Course Instruction and Examination*
- *(b) Student Personnel Services*
- *(c) Learning Resource Services*
- *(d) Community and Public Services*
- *(e) Related activities such as student advising, guidance and orientation; staff development and in-service training/curriculum; and learning resource development; department and division meetings; conferences and workshops; program development; evaluation; institutional research and,*
- *(f) the necessary supporting activities for the above.*

It was decided that at Cosumnes River the 15 flexible days would involve classroom instruction and non-instructional activity. Instructors were encouraged to develop activities and objectives which would support and enhance their regular instructional responsibilities.

The objectives of the Intersession at Cosumnes River College were:

1. *To develop alternative courses which would meet the needs of the students and to increase the breadth of course offerings;*
2. *to involve the total staff in instructional and non-instructional program development activities;*
3. *to involve staff in the assessment of all activities.*

INTERSESSION '78'

INSTRUCTIONAL ACTIVITIES: COURSES

During the Intersession, 51% of the faculty taught one or more of the 57 courses offered.

BUSINESS, COMMUNICATION, & RELATED TECHNOLOGY

Accounting 71, Personal Income Tax Procedures
Comm. Media I-1, Video Art
Env. Design I-1, Architectural Tour of California
Env. Design I-3, Intro. to Solar Collector Construction
Env. Design 6, Intro. to Drawing and Perspective
Journalism I-1, Feature and Creative Writing
Management I-1, Supervision
Photography I-1, Amateur Filmmaking Workshop
Secretarial Practice I-1, Personal Typewriting
Secretarial Practice I-2, Speed Building for Typewriting
Secretarial Practice I-3, Office Procedures

HUMANITIES, SOCIAL SCIENCES

Art 17AB, Painting
English I-25, Studies in Literature: Reading Poetry/Ernest Hemingway
English 70, Reading for Speed
French I-1, Language and Culture of French Speaking Countries
History I-2, Black Women in American History
History I-5, Soviet Union: Past and Present
Humanities I-2, Medieval Humanities
Music I-2, Music Ear Training
Music 21, Chamber Singers
Music 30A, Beginning Piano
Philosophy I-1, Decision Making
Pol. Sci. I-1, California Government & Politics
Soc. Sci. 50, Basic Study Skills in the Social Sciences
Sociology I-2, Sociology of Sports
Sociology 40, Directed Studies in Sociology
Spanish I-2, Language and Culture of Latin America
Theatre Arts I-2, Play Production

PHYS. EDUCATION, ATHL. & RECREATION

P.E. I-1, Sociology of Sports
P.E.C. I-1, Beginning/Intermediate Badminton
P.E.C. I-2, Body Fitness
P.E.C. I-3, Beginning/Intermediate Bowling
P.E.C. I-6, Nordic Skiing
P.E.C. I-7, Coed Advanced Tennis
P.E.C. I-8, Volleyball
P.E.C. 12AB, Beginning/Intermediate Skiing
P.E.M. I-1, Intermediate Baseball
P.E.M. I-2, Track and Field
P.E.M. I-5, Intercollegiate Golf
P.E.M. I-9, Intercollegiate Track and Field
P.E.W. I-3, Intercollegiate Gymnastics

INSTRUCTIONAL ACTIVITIES: COURSES - continued

SCIENCES, AGRICULTURE, & RELATED TECHNOLOGY

Agri. Bus. 90A, Selected Principles in Plant Production
Agri. Bus. 90G, Principles of Agri Mechanics
Animal Health Tech. I-1, Animal Handling
Auto. Mech. Tech. 92C, Charging System Service
Auto. Mech. Tech. 92D, Ignition System Service
Auto. Mech. Tech. 92G, Air Conditioning Service
Biology I-1, Perspectives in Ecology
Chemistry I-1, Instruments in Chemistry
Family & Consumer Science I-1, Consumer Fashion Sense
Mathematics I-4, Solving Word Problems in Algebra
Mathematics I-5, Plane Analytical Geometry
Mathematics 50, Basic Arithmetic

INSTRUCTIONAL ACTIVITIES: ENROLLMENT DATA

Courses/Sections Offered	*57*
Total Student Enrollment	*860*
Continuing & Returning Student Enrollment	*541*
New (first time) Enrollment	*81*
Withdrawal - No Shows	*238*

STAFF DEVELOPMENT ACTIVITIES

During the Intersession, 47% of the faculty and staff were participants in one or more of the scheduled staff development activities. The activities included short courses, workshops, seminars, sport clinics, field trips and working sessions.

The Intersession '78 staff development calendar is reproduced on the following page. It should be stated that some of the activities were cancelled and others had poor attendance. The faculty and staff comments on the evaluation forms indicate that some persons thought that too many activities were offered. (see Faculty/ Staff Evaluation)

INTERSESSION'78'
STAFF DEVELOPMENT JANUARY 9-27

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9 P. C. FONTANOZA, H. L. HARRIS "Grantsmanship: An Overview" **TIME:**10-12:00 **LOC:** BS-120 Media Workshop 9:00 a.m.-10:00 a.m. Resource Center LEONARD "DUKE" DAVIS, Facilitator, "Skills Development Workshop: Reading & Writing **TIME:** 2-4:00 **LOC:** BS-128 Films: 10:00 a.m.-2:00 p.m. L-105	**10** BARRY TUCKER, Counseling Marriage/Sexuality Workshop **TIME:** 12:05 **LOC:** L-111 Forum Los Rios Dist. Office Staff, P.C. FONTANOZA, H.L. HARRIS "Grantsmanship: An Overview" **TIME:** 2-4:00 **LOC:** BS-128 Media Workshop 9:00 a.m.-10:00 a.m. Resource Center L-105/BS-128	**11** BARRY TUCKER "Career Motivation Workshop" **TIME:** 9-4:00 **LOC:** Pres. Conf. Room. Media Workshop 9:00 a.m.-10:00 a.m. Resource Center RON SCHMIDT, Los Rios Dist. Master Plan "Gallup Poll Survey and Possible Implications" **TIME:** 2-4:00 **LOC:** BS-128 Films: 10:00 a.m.-2:00 p.m. L-105	**12** HEALTH: EPILEPSY: Linda Solarek – Discussion – Problem with acceptance by non-medical people. Need for information. **TIME:** 9-4:00 **LOC:** BS-148 Tennis Instructional Workshop ARCHIE DUNSMOOR **TIME:** 2-5:00 **LOC:** CRC Courts Media Workshop 9:00 a.m.-10:00 a.m. Resource Center Films: 10:00 a.m.-2:00 p.m. L-105	**13** BRUCE WERNER Racquet Ball Workshop: **TIME:** 9-12 **LOCATION:** Wall Street Facility, Bradshaw Road SYLVIA SPENCER Instructor, CSUS "Students with Limitations" **TIME:** 10-12 **LOC:** BS-148 Tennis Instructional Workshop ARCHIE DUNSMOOR **TIME:** 2-5 **LOC:** CRC Courts	**14** MARY BOLTON "Skills Development Workshop" **TIME:** 9:30-3:30 **LOCATION:** Capital Federal Savings & Loan Bld., Community Room, 6150 Florin Road. (Across from Florin Center)
16 JANUARY 16, 17, & 18 **TIME:** 9:00 a.m.-3:30 p.m. **LOCATION:** L-105 Media Workshop 2:00 p.m.-3:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. BS-128	**17** Dr. Rita Johnson, Director, Dr. Stuart Johnson, Assoc. Director, HEALTH INSTRUCTION EXCHANGE: "Modularized Instruction: A Workshop for Preparing Individualized Learning Modules" Media Workshop 2:00 p.m.-3:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. BS-128	**18** FACULTY FORUM H. House – Solar Energy **TIME:** 2-4:00 **LOC:** Library Gallery Media Workshop 2:00 p.m.-3:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. BS-128	**19** Howard L. Harris Grants Proposals: Planning Process A "Brainstorming" Session **TIME:** 9:30-12 **LOC:** BS-128 FACULTY SENATE MEETING **TIME:** 3:15 **LOC:** Pres. Conf. Room Media Workshop 2:00 p.m.-3:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. L-105	**20** RON TURNER Rehabilitation Director Visual Services Center Sacramento Society for the Blind "Students with Limitations" **TIME:** 10-12 **LOC:** BS-148 Media Workshop 2:00 p.m.-3:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. L-105	
23 CARDIOVASCULAR Risk Factors in Heart Disease **TIME:** 11:00-3:30 **LOC:** BS-148 Media Workshop: 12:00-1:00 Resource Center FACULTY FORUM W. Anderson: "Extra Terrestial" Life **TIME:** 2-4 **LOC:** Library Gallery Films: 10:00 a.m.-2:00 p.m. – L-105	**24** JANICE LANCE, Facilitator "Skills Development Workshop" **TIME:** 9-12 **LOC:** BS-128 Media Workshop 12:00-1:00 p.m. Resource Center PROJECT REACH OPEN HOUSE 12:00 a.m.-3:00 p.m. FACULTY FORUM J. Smith Harris & J. Naake "Poetry Reading" **TIME:** 2-4 p.m. **LOC:** Library Gallery Films 10:00 a.m.-2:00 p.m. - L-105	**25** HEALTH: HYPERTENSION BLOOD PRESSURE Causes of Hypertension--Need for changes in life style **TIME:** 9-4:00 **LOC:** BS-128 GOLF WORKSHOP C. Conant **TIME:** 9-4 **LOC:**CRC Gym Media Workshop: 12:00 a.m.-1:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. L-105	**26** FOLLANSBEE/CRAIG "Nutrition Update" Workshop **TIME:** 9-4 p.m. **LOC:** TBA Media Workshop 12:00 a.m.-1:00 p.m. Resource Center Films: 10:00 a.m.-2:00 p.m. L-105	**27** LISA MARCHAND, Instructor Los Rios Community College Dist. and WILLIS J. MANN, Exec. Director Norcal Center on Deafness "Students with Limitations" **TIME:** 10-12 **LOC:** BS-148 Media Workshop 12:00-1:00 Resource Center Films: 10:00-2:00 L-105	

NOTES

1. MEMORY TYPEWRITER – Daily, Scheduled by Appointment only. Contact Ann Lincoln, Ext. 340
2. CPR Workshop – 3 Sections Jackie Temple Preregistration required through Community Services – Ext. 416.
3. MEDIA WORKSHOPS Scheduled daily – Call Barbara Hoffmann, Ext. 357.
4. Other Staff Development Activities to be announced through fliers, memo and posters.

PLEASE POST

SUMMARY OF FACULTY/STAFF EVALUATION

This section contains a summary of the responses to the questionnaire. Because the opinions expressed by faculty and staff are an important part of this report, all the comments are presented as written in Items A, D, E. The comments made in response to Item F are summarized.

Eighty-three (83) faculty and staff members completed and returned the survey questionnaire (see Appendix I). The Intersession planning process included a procedure wherein faculty and staff were given the opportunity to indicate their proposed activities and objectives for the fifteen (15) day period. The planning process was completed early in the fall semester '77'.

During the Intersession, fifty-one percent (51%) of the faculty were teaching one or more of the fifty-seven (57) courses offered. Faculty and staff responses show that forty-seven (47) participated in in-service and staff development activities.

A listing of the activities with the numbers of participants presented as a percentage is shown.

ITEM A - DURING THE INTERSESSION I PARTICIPATED IN THE FOLLOWING ACTIVITIES:

(1) 51% - Instruction - taught a course(s);
(2) 47% - Faculty In-service and development;
(3) 49% - Course and curriculum development;
(4) 55% - Department/Division meetings, conferences, workshops and field trips;
(5) 17% - Research;
(6) 33% - Program/Course development and evaluations;
(7) 31% - Student advisement;
(8) 12% - Assessment of community needs and services;
(9) 33% - Continued regular assigned responsibilities;
(10) 19% - Other activities (see below)

ITEM A (10) - OTHER ACTIVITIES

Examples of comments made explaining other activities are:
"...operation (coordination) of a major college and University Speech Tournament." "...management and hostess of college tournament." "...interview applicants." "...recruited in-service all high schools." "...performed administrative and management tasks that cannot be handled by the college administration." "...filling out "unnecessary" forms and coordinated media materials for Business English class." "...worked on development of Personal Finance handbook.....participation in course as a learner.....completed forms and other surveys.....nothing that was worthwhile... completed a 2 unit Humanities course.....recruitment of prospective student athletes... Survey on Persistence of Students.....District League on Innovations meetings, District Faculty Senate meetings, setting up Spring events, preparation of Flexible Calendar materials for panel participation." "...write college Title IX - Six Month Progress Report for District Office, continued Title IX Self-Evaluation Update, reviewed book/media publisher catalogs for update of entire Learning Resource Center publisher/producer catalogs file, attended American Library Association Midwinter Convention held in Chicago where I participated on National Standards Committee, Bibliographic Citations for Media Format Committee and advised the new Middle East and North Africa Chairperson of IRRT." "...helped resolve potential criminal activity on campus." "...Field Trip for Blind Skiing, Nordic Center, Squaw Valley, CA."

SUMMARY OF FACULTY/STAFF EVALUATION - continued

ITEM B - PLEASE DESCRIBE BRIEFLY THE INTERSESSION ACTIVITY IN WHICH YOU PARTICIPATED.

The wide variety of Intersession projects and activities were described in this section of the questionnaire. Generally the descriptions were brief statements which explained in greater detail the activity designated in Item A.

Examples of the comments:
"...participated in Media Workshops, took CPR training, taught Intercollegiate Gymnastics class, division meetings, District Task Force meetings." "...previewed films for Health Education Course at CRC and County Office, attended all health related workshops, e.g., Heart disease, Hypertension, Nutrition, Epilepsy and took CPR course." "...field trip to Fresno City College to learn how they have coordinated counseling functions with Student Activities, Curriculum and Community Services with high school liaison." "...workshops in-service in Career Development...audio-visual in-service... Johnson's individualized instruction workshop...prepared problem manual for Physics 4A, gave talk in Faculty Forum, prepared slides for use in Astronomy 1 and 30."

ITEM C - DID YOU ACCOMPLISH YOUR STATED OBJECTIVES?

Yes - 70
No - 6
Somewhat/No Response - 7

TOTAL = 83

Faculty and staff were asked to review their objectives and assess the outcome. Of the eighty-three responses, 70 stated that Yes, they had achieved their objectives at a satisfactory level, 6 stated that No, they had not been able to achieve their objectives at a satisfactory level, 7 persons are recorded as no response and/or somewhat.

The most repeated reasons for not having accomplished the stated objectives are listed.
"...too little time."
"...too many other activities demanding attention."
"...weather and other problems which were unanticipated."

ITEMS D/E - IN YOUR OPINION, WHAT ARE THE ADVANTAGES/DISADVANTAGES OF THE INTERSESSION?
(The writer has attempted to classify the response as an advantage or disadvantage. Some of the comments, although written in response to Item D, classified as a disadvantage because of the wording and meaning.)

ITEM D - ADVANTAGES

"Availability of new student-learning situations, ability to share information with colleagues, ability to plan activities for staff that is unique."

"Deviation from the traditional time frame of teaching, the smallest group I've taught since coming to CRC."

"It gives the students and instructors a breather from the daily set pattern of school. But for what?"

"Absolutely none. It deludes management into believing the instructional staff lacks work and therefore, must conjure up tasks to keep them busy. In concept, it would allow staff to undertake projects/classes that cannot be accomplished with the standard schedule. It just isn't working out that way for me!"

"My opinion? I have been far too busy to form an opinion."

"Opportunity to coordinate with other staff members."

"The fall semester ends before Christmas. It affords opportunity for research, to plan future courses, to develop curriculum for faculty in-service training, to engage in department and/or division meetings."

"Allows time for constructive curriculum development for change which one has no time for during the semester. Allows for more concentrated and less time consuming instruction of students. Allows time for inter-departmental cooperation not possible during the regular semester, that is, filming for other departments."

ITEM E - DISADVANTAGES

"Lack of effective pre-Intersession coordination."

"Administrative justification for it's existence."

"The traditional school year has been adjusted so that now the material that was once covered in our 18-week semester, is crowded (or not covered) in the 16-week semester. I teach a class in the evening on Monday, and the Lincoln and Washington holidays blew the (h) out of this semester."

"Too many people thinking up tasks for others to do. An environment of highly structured control of all staff brought about because management lacks the skills/courage to deal directly with those few (very few) individuals who cannot accept the responsibility to work in a free environment."

"Too much repetition of material that is unused - maybe even unnecessary."

"The paper work. I have had it with all these forms - asking me what I'm going to do, evaluating what I've done, asking how I'm going to makeup evening school hours. I resent the time spent on all of this, including this form. I feel that "big brother" is always checking up on me.

I feel really pushed to cover the material in my classes as thoroughly and smoothly as I used to. I feel as though I'm in a race I never quite finish. It causes me stress!

I push to do as much in a shorter semester, then I must do something else during Intersession. I know I am working more hours in total for no additional compensation."

"Students do not get the full 18-weeks of instruction. Students often complain they get too much too fast. There is always too much activity going on than you have time in which to participate, there are too many distractions interfering with your intended activities."

ITEM D - ADVANTAGES

"A chance for teachers to organize their plans for the spring semester, but most importantly, a chance to reach "older" students and attract them to the campus with short, 3-week mini courses. This may indeed whet their appetite to pursue further study on a regular semester basis, but even if not, it is an all around worthwhile experience for student and teacher alike, to participate in a learning experience. (for instance, I was extremely impressed with the writing skills of these "older" students and their eagerness to learn new techniques. They seemed to thoroughly enjoy the experience, as I did, myself.)"

"Time to rethink objectives."

"A chance to experiment and see what one can accomplish in three weeks."

"Time is available for developmental activities which cannot be pursued during regular semesters."

"Time for field trips."

"Students came for a one week class, liked it and then registered for the spring semester."

"A chance to try an experimental course, such as I did. A chance to prepare materials for other courses."

"We are finished with the fall semester before Christmas. It gives the student more time to themselves during the break. It gives the student an opportunity to pick up some extra units during the Intersession period."

"This time gives the instructor time to do other things than instruct."

"Students can concentrate their efforts during the longer lab periods. The instructor can also give much more individual attention to students."

ITEM E - DISADVANTAGES

"Requires readjustment of curriculum and concentration of subject matter."

"It goes by so quickly. Hardly enough time to get started on all the various projects, and it's over!"

"Attempts to structure it too tightly."

"I think it is great - so I can't answer this question."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"The first semester ends prior to the holidays. Students have time and can take advantage of the short course instruction."

"Allows the student to select courses which he/she could not otherwise select; provides a period for instructors to revise their lecture notes; do research; and participate in in-service training."

"It allows me the time and the opportunity to put on such activities as the seminar on Methods of English Instruction, peer evaluation, authentic voice, current research in the teaching of composition."

"It enabled students to "sample" courses and provides a format for some educational experimentation."

"To be able to offer students opportunities to take courses not usually included in the community college curricular."

"The main advantage is that it gives the instructor time to do research and update or alter course materials and lectures. These are the vital parts of any academic institution or to provide this time simply weakens the instructional efforts of any teacher.
For the student, the best thing is NOT to come but take a much needed rest to prepare for the rigors of the next semester. LET THE FACULTY DO THEIR OWN RESEARCH AND DEVELOPMENT."

"Provide faculty with time to develop and enhance an instructional program."

"The Intersession provides students with a sampling of course content that they might not have taken otherwise."

ITEM E - DISADVANTAGES

"Far too much data collection for file of administrators."

"I tried to do too much."

"Experimentation for a minority of our regular students comes at the expense of a reduced semester for all students. As community college students, I feel that they need the additional time in regular classes (to avoid the "hurry" of the present system), more than they need the experimentation."

"Shortness of time."

"Courses should NEVER be taught in the academic area. Three weeks is not sufficient time to really do justice to any Social Science course. Skills courses, special remedial courses, certain types of vocational courses, are better suited for a three-week period.
Too many scheduled activities which have little appeal for college faculty in the academic fields. After all, most of us have a great deal of experience in teaching, we don't need someone trying to tell us what to do, particularly if the person is unqualified or inexperienced in the community college."

"Very few, if any. There is so much work to be done---and so little time to do it. CRC had a variety of excellent programs, but we did not have time to participate in very many of them."

"The enrollment is low in some classes."

ITEM D - ADVANTAGES

"Gives opportunity to teach a new course with more flexibility, continuity and depth study makes the subject more interesting and meaningful, helps the student to understand the value of intense study and learn to sustain their interest, gives the student a chance to earn more credit, helps the teacher to know the student better - CRC students can also learn about the abilities of students who come from other institutions such as Davis, CSUS, UCLA, etc."

"Obviously, a chance to do something different, experimental, off-beat, etc. either in or out of the classroom. The great threat to effective learning and teaching is relentless routine. Intersession offers an alternative."

"Instructors have time to prepare for future courses, to discuss and share materials which are appropriate to several sections of the same course. The regular term is occupied so completely with reading student papers and with students' conferences that the English Composition teachers need this opportunity."

"None."

"Time for staff and program development, not otherwise available with all sorts of resulting benefits to staff and college, flexibility to experiment with courses not normally taught, flexibility to develop new delivery methods for courses."

"Faculty and students have more flexibility in the school year...(subjects differ from existing semester). Instructors can make, participate, and expand upon subjects through seminars, etc."

ITEM E - DISADVANTAGES

"Some kind of distinction should be made between teaching faculty and non-teaching faculty, with the current system, I see some inequities (inequalities). I feel there should be some "reward" to motivate the faculty to teach new and interesting courses. We need a variety of courses on this campus."

"Excessive "accountability" - I, myself, prefer to teach during Intersession, and so, can let the administration know what I'm doing five or six hours a day. But often, one can not be truly creative, innovative, etc. when "accounting" for every single hour."

"Individual instructors can abuse the privilege very easily."

"Time should be permitted to be used entirely non-instructionally to enable us to catch up on revisions to courses, committee work, staff development, etc. I was so busy preparing a brand new course, which I conscientiously taught to three students, that I had insufficient time for my course revision and wound up doing much of it on weekends on my own time.
The biggest disadvantage is that we lose two valuable weeks of instruction in regular session and then have to pick up the extra preparation while we are still reeling from the effects from trying to crowd too much instruction into the fall semester."

"None, except perhaps that it seemed to mean more work."

"Some of its structure."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"Completing semester before Christmas - a definite advantage. Student retention of course material, the Intersession provides time to complete projects not otherwise possible."

"More time, relaxed atmosphere, flexibility, opportunity to meet and learn to know other faculty and staff members we would not otherwise see at all during regular semester. Students are often taking only one class and can thus concentrate more time and energy on that class."

"For me, the most valuable outcome of Intersession was the on-going dialogue among members of the English Department regarding the teaching of composition. Such a workshop would have been impossible in regular session. Intersession provided the opportunity for professional growth and renewed commitment."

"Gave students an opportunity to earn extra units and further broaden their education. Gave some students an opportunity to work between the two semesters."

ITEM E - DISADVANTAGES

"Can not think of any. I like it."

"Too much going on simultaneously."

"To have instructors remain on campus five full hours when it is not necessary. The instructors should have the option of teaching his or her course plus an office hour. This, of course, would constitute the minimum time on campus."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT?

"Eliminate the courses in most areas and just let the faculty do their research, reading, updating of lectures, attend professional meetings, conferences, travel."

"Develop programs for Intersession before faculty are asked to identify how they will spend their time."

"Have all courses offered during the prime hours of 10 and 12 a.m. - span one hour maximum. Students probably want to attend only two hours at the most. Courses which run two and three hours through and into the prime time, precludes students from enrolling in a second class. A two hour, 8 to 10 class; or a three hour, 12 to 3 class would not interfere with a 10 to 12 time offering."

"The students shouldn't be allowed to take more than 2 credits. I feel that it is humanly "impossible" to take 3 credits and make an A grade!"

"Equalization of faculty responsibility, inter-disciplinary faculty teaching is a real possibility."

"Perhaps allow mini sabbaticals during this time. Avoid excessive accountability."

"I personally have benefitted. However, the temptation is very strong to waste the time. Structured meetings and workshops which require attendance are one answer."

"NO INSTRUCTION - make it into in-service, including travel, attendance at other institutions, visitation, reading programs, course revision, committee work, etc. or ELIMINATE IT ALL TOGETHER."

"Fewer development activities, more selectively planned, wider faculty/staff involvement in planning these activities."

"More information about CRC Intersession to the community (who do not know that CRC exists). Too many people think they are not eligible for college. Better advertising and promotion for everyone."

"De-emphasize the thrust to have student contact (don't get rid of it though - my first project involved teaching an experimental class. I needed the students. But the main focus was the program development, not just teaching for it's own sake. I'd like to see some total milieu-type days in which the regular classes aren't offered, meetings aren't scheduled, etc. so that the entire college can participate in a day workshop."

"Faculty speakers should be scheduled earlier."

"From the kind of growth experiences I have had from the two Intersessions, I would like to see more emphasis put on in-service and program/course development and less on teaching."

"Some courses could be structured so that, as a part of the learning experience, students could also participate in the structuring of courses and in some way in the teaching of these courses."

"Hold only off-campus field trips, put more emphasis on staff development where staff could benefit of some offerings and talents of each other."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"Follow student's suggestions for more of a variety in course offerings. Advertise workshop and conference opportunities for faculty sooner, before teaching assignments are locked in, so that we may have some options of taking more advantage of all the great opportunities here."

"Planning for Intersession, I think we should be wary of scheduling too many activities. Perhaps we are not sufficiently taking into account the value of informal interaction among faculty."

"More offerings, more extensive advertisement of Intersession."

"Hardly a day goes by without some example of jargon or incorrect usage appearing in campus communications. For the next Intersession, I strongly recommend offering of a basic grammar course for staff - secretaries - faculty - and administrators."

"Drop the Flexible Calendar and return to the sensible and educational program of an 18-week semester and no Intersession. The best idea is to divide the school year into three 12-week periods or 12-week quarters."

"Continue the Faculty Forum."

"Utilize more or all of the time for course improvement."

"More work on making units taken by students transferable - used to partially satisfy units needed to finish their chosen curriculum."

"Organize time schedules better for class time - provide more fun type courses in each area."

"No courses offered in the future, just limit the three weeks to staff improvement."

"Allow for lecture time in a realistic credit allowance instead of a GD pro-rated lab time credit. It takes a good deal out of lecture to prepare students of intended goals."

"No comment."

"Begin the spring semester on Monday, directly following the last week of Intersession, instead of another week in-between. Registration Week could be held during the last week of Intersession? (conflict)"

"I suspect many faculty would resent this, but, could there be established times for workshops (with some choices) to which we would all go (management also) on topics which would be of benefit? (i.e., teaching skills, teacher/student relations, teacher/management relations)."

"I would like to see us return to the 18-week semester and take the extra time off at the end of the school year. Sixteen weeks is just too short a time for many of the students that we have. If we had screened the I.Q. of the students, more or less at the same level, one could probably move through the course in 16 weeks.
I would also like to see projects carried out as planned or set up separate projects with individual goals."

"Go back to two regular semesters."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"Go to the quarter system."

"Start time in Intersession is not the cure for the need of the student for short, to-the-point, direct, application-type technique presentation --- time for faculty to work on course revision can be provided in many ways."

"Earlier distribution of calendars of staff development activities, better overall planning to avoid overlap, better communication to understand that individual project rank as high as, or higher, than workshops and/or instruction for some faculty. Set a more flexible environment in which to accomplish goals."

"None."

"Develop a theme for all to follow, set priorities - is Intersession for students, for teachers, for the community. Maybe rotate staff each year for teaching workshops, etc."

"Publish program of planned workshops, lectures, etc. early so staff can know what is going on before having to declare what they intend to do. Do a better job of publicizing activities. Publish a more complete and up-to-date schedule of activities."

"Early master schedule to work around. Particularly for staff development programs and activities."

"Fewer classes - limit to those with a good "track record" for enrollment; i.e., skiing, or to classes of an unusual or unique nature; i.e., Acosta's Spanish course. I don't feel that everyone should feel obligated to teach one class. Better organization in scheduling and publicizing workshops and events. Films, for example, were shown at an ambiguous time. I feel we tried to "jam" too much into Intersession. For many it was a frenzy of activity. Re-evaluate the five-hour day. It is unfair, for example, for an instructor to spend 12 hours with a ski class on a trip and be required to put in their 5 hours the next day."

"Released time for counselors to attend lectures and workshops. Perhaps if the schedule of classes would be available before the end of the semester, we, the counselors, would be able to do more advising during the fall semester instead of all of it during Intersession."

"If the spring semester schedule of classes were out earlier - say December 1st, we counselors might have more time to participate in more Intersession activities."

"Develop more staff development programs that address itself to the problems relating to this campus. That is, affirmative action, special problems relating to academically-disadvantaged students, sharing of ideas related to the problems of this campus."

"Continue to develop staff development activities to enhance each counselor's self-concept and programs of activities. Barry Tucker is doing a good job of trying to put this area on a professional-operational basis."

"Recommendation: That you and Barry organize a staff development (one-day workshop, maybe two days) for SPS Management Personnel. Bring a team from Fresno City College to share their successes and planning and promotion of Student Personnel Services. They have been able to coordinate the concepts of major functions with facilities and staff."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"More faculty involvement in planning Intersession??? Experiment with the session of not offering any classes whatsoever. Invite a famous educator as a keynote speaker to actually kick off Intersession."

"Class schedules should come out earlier to free counselor time. Faculty should not have to teach in order to participate in in-service training and workshop Intersession seems to create more work instead of providing time to do research, do community outreach, and take field trips."

"Allow for flexibility, that is faculty should be encouraged to work independently, not tied to the campus."

"To postpone activities, workshops were scheduled heavily the first few days of Intersession, spreading them to the second and third week, many of us involved in the activities and workshops were planning and organizing them, thus preventing us from attending some of the first scheduled activities."

"Experiment with the calendar during Intersession and during the Intersession of 1979 having nothing but instructional programs, no staff development activities at all. For the 1980 Intersession, go completely with staff development projects and no instruction at all. This would give us a four year study and a basis on which to compare approaches to utilizatcn of time."

"The lectures and film series should be widely advertised within the student community and to outside agencies and groups with the aim of getting new faces on campus for possible recruitment. These programs also provide much information to the community-at-large. Further experimentation with Intersession, I would like to see one year devoted entirely to staff development and another to instruction. With our present structure, people involved in instruction, particularly in a new class, would not have time for anything else."

"Better coordination - this is a personal gripe. I made arrangements to take time off from my regular daytime job in order to attend these sessions. One morning session was completely cancelled without notice. Another program was cut short because the speaker did not make it."

"Develop pre-list of activities and secure or assign firm responsibilities for participation. Continue to develop more short courses for Intersession."

"Look for ways, possibly through prior committment - to increase participation, students as well as staff."

	AGREE	DISAGREE	NO OPINION
ITEM G			
IN YOUR OPINION, THE INTERSESSION IS WELL WORTH THE EFFORT REQUIRED BY THE COLLEGE TO IMPLEMENT.	78%	17%	5%
ITEM H			
IN YOUR OPINION, THE INTERSESSION SHOULD BE MADE AVAILABLE AT ALL THE COMMUNITY COLLEGES IN CALIFORNIA.	65%	18%	17%

An analysis of Items G/H by area follows on pp. 16 and 17.

TOTAL: ALL FACULTY/STAFF RESPONSES

ITEM G: In your opinion the Intersession is well worth the effort required by the college to implement.

AREA	AGREE	DISAGREE	NO OPINION	TOTAL	% OF TOTAL RESPONSES
Business, Communication, Rel. Tech.	13	5	1	19	23%
Sci., Ag., Rel. Tech.	13	5		18	22%
Humanities, Soc. Sci.	20	3	2	25	30%
P.E., Health, Recreation	5		1	6	7%
Counseling	5	1		6	7%
Learning Resources	4			4	5%
Support Services	5			5	6%
TOTAL RESPONSE	65	14	4	83	
PERCENT RESPONSE	78%	17%	5%		100%

TOTAL: ALL FACULTY/STAFF RESPONSES

ITEM H: In your opinion the Intersession should be made available at all the community colleges in California.

AREA	AGREE	DISAGREE	NO OPINION	TOTAL	% OF TOTAL RESPONSES
Business, Communication, Rel. Tech.	13	4	2	19	23%
Sci., Ag., Rel. Tech.	9	6	3	18	22%
Humanities, Soc. Sci.	17	3	5	25	30%
P.E., Health, Recreation	4		2	6	7%
Counseling	3	2	1	6	7%
Learning Resources	3		1	4	5%
Support Services	5			5	6%
TOTAL RESPONSE	54	15	14	83	
PERCENT RESPONSE	65%	18%	17%		100%

INTERSESSION '78'
SUMMARY OF STUDENT EVALUATION

Students were asked to complete a questionnaire (Appendix 2) during the fifteen (15) day Intersession. Two hundred seventy-five (275) or 51% of the students attending Intersession participated in the survey. All instructional areas of the college are represented in the survey responses.

Information from the survey is presented as a percentage of the total number of responses (275). Also presented are figures from Intersession '77' to show comparisons.

ITEM 1. Intersession '77'	(Item 1 Question)	Intersession '78'
53%	Female Students	67%
47%	Male Students	33%

ITEM 2. Intersession '77'	(Item 2 Question)	Intersession '78'
	Age Groups	
30%	less than 19	31%
40%	20-24 yrs.	41%
30%	25 or older	28%

ITEM 3. To the questionnaire statement, the Intersession was a worthwhile experience, the student responses were 71% strongly agree, 28% agree and 1% express no opinion. The Intersession '77' responses were 70% strongly agree, 28% agreed and the other 2% stated disagree or strongly disagree.

Slightly more than half, 56% of the students indicate strong agreement with the statement of item 13 "...Intersession should be made available at all community colleges.." 25% expressed agreement while 18% expressed no opinion.

ITEM 13. The Intersession should be made available to all community colleges in California.

Intersession '77'	RESPONSE	Intersession '78'
49%	Strongly Agree	56%
32%	Agree	25%
4%	Disagree	1%
15%	No Opinion	18%

Seventy-seven percent (77%) of the Intersession students had attended CRC during the fall semester. Eighty-one percent (81%) of those students had enrolled for three to five or more units during the fall '77 semester.

Thirty-nine percent (39%) of the students indicated that their reason for taking a course was for improvement of basic skills.

Forty-one percent (41%) indicated that their reasons were new and/or interesting course topics.

The Student Survey form with tabulations is presented on the following pages.

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, CA. 95823

INTERSESSION EVALUATION
STUDENT SURVEY

DIRECTIONS: Please use the red Test Scoring Sheet to record your responses to Items No. 1 to No. 20 only. Please use the yellow Survey Sheet to record your responses to Items No. 21 to No. 25. DO NOT WRITE ON THE RED TEST SCORING SHEET.

ITEMS:

1. Male 33% (A) Female 67% (B)

2. Age Group:

31% (A) less than 19 | 6% (C) 25-29 | 14% (E) 35 and over.

41% (B) 20-24 | 8% (D) 30-34

Select the response which most nearly reflects your opinion - mark the answer sheet.

In your opinion:	A STRONGLY AGREE	B AGREE	C NO OPINION	D DISAGREE	E STRONGL DISAGRE
3. The Intersession was a worthwhile experience.	71%	28%	1%		
4. There was time to complete course requirements.	35%	51%	10%	4%	
5. The goals and objectives of the course were made clear by the instructor.	64%	32%	3%	1%	
6. The amount and type of work assigned were reasonable.	52%	43%	5%		
7. The instructor was readily available during the Intersession for assistance and advice.	59%	37%	4%		
8. Students were encouraged to experiment with new and innovative learning experiences.	44%	34%	21%	1%	
9. There were opportunities for informal exchange between the instructor and the students.	56%	41%	3%		
10. There was a variety of courses offered during the Intersession which met the needs and interests of most students.	21%	40%	24%	11%	4%
11. The courses offered during Intersession did not duplicate courses taught during the regular school year.	20%	33%	37%	9%	1%
12. The Intersession was a determining factor in my decision to attend Cosumnes River College this school year.	17%	18%	25%	30%	10%
13. The Intersession should be made available at all community colleges in California.	56%	25%	18%	1%	

ITEMS:

14. Were you enrolled in a school or college during the Fall Semester, 1977?

Yes	No
88%	12%
A	B

15. If yes, indicate where you attended during the Fall Semester, 1977.

Local Hi School	American River College	Sacramento City College	Cosumnes River College	University or other 4 Year College
1%	1%	1%	77%	20%
A	B	C	D	E

16. Indicate the total number of courses in which you were enrolled Fall, 1977.

0	1	2	3 - 5
7%	7%	5%	81%
A	B	C	D

17. Indicate the total number of Intersession courses in which you were enrolled.

1	2	3 - 5
53%	29%	18%
A	B	C

18. Do you prefer courses which are completed in:

One Week	Two Weeks	Three Weeks	Four to Five Weeks	Full Term
A	B	C	D	E
2%	2%	31%	20%	45%

19. How did you first receive information about the Intersession classes and registration procedures?

Posters, Signs Newspaper	Told about it by friend	Told about it by counselor	Told about it by instructor	Radio/TV
A	B	C	D	E
59%	15%	4%	22%	

20. Why did you take this Intersession course?

For Improvement of Basic Skills	An Interesting Topic & New Experiences	As A Review &/or Refresher Course	For Job Advancement or Requirements	More Units
A	B	C	D	E
39%	41%	5%	7%	8%

SUMMARY OF STUDENT EVALUATION - continued

ITEM 21 - Please list the titles of the Intersession courses in which you enrolled. Responses showed that students enrolled in courses in all academic areas. (see pp. 2-3 Courses).

ITEM 22 - Give the title of the course in which you are completing the questionnaire. The process was designed such that students were requested to complete a survey questionnaire in one class/course only. This item was intended to prevent duplicate responses.

ITEM 23 - Would you enroll in a course(s) on the same topic(s)...? Responses were almost 100% Yes.

ITEM 24 - If Yes to the above question, when would you want the course scheduled? Responses were as indicated:

Day	75%	Weekend Fri/Sat	5%	Other	____
Evening	19%	Sat/Sun	1%		

ITEM 25 - Were there courses that were not offered during the Intersession which, in your opinion, should be added next year? Responses are listed below:

Business Management & Operations,
English Refresher & Basic English courses,
Sociology & Psychology offerings,
Introduction to College Life for those attending for the first time,
Basic Refresher Courses,
History of Second World War,
Data Processing (a 2 unit offering),
Data Processing 10 and 22,
Mathematics,
Arts & Crafts,
Adaptive P.E.
Piano 30B, 31A, 31B,
more classes which are preparatory for spring semester classes,
Health Sciences & more General Education courses required for graduation,
Beginning Painting,
Stained Glass,
more transferrable General Education courses,
more community interest courses,
History 18,
more variety in Humanities and Philosophy,
Astronomy and Geography,
Existentialism,
Med. Literature (Canterbury Tales, Dante's Divine Comedy, etc.),
Chemistry,
Photography 40 and 43,
Badminton, Swimming,
Lyric Writing,
English; Writing Term Papers,
Basic Auto Mechanics for Women and Novices,
Anatomy,
more Chemistry, Science, and Biology.

SUMMARY OF STUDENT EVALUATION - continued

ITEM 26 - Please use the space below to make any comments or suggestions regarding the Intersession activities.
All the comments are, as with the faculty section, a very important portion of the survey and therefore, listed on the following pages. A few changes have been made only to achieve clarity and eliminate duplicate responses.

"Intersession and short fall semester that goes with it was the major reason why I chose CRC. I've gotten a lot out of Intersession and I hope it is continued."

"Intersession is a great way to pick up a few extra units from a subject I wasn't too familiar with - more classes should be offered at a better variety of times - hard to choose a couple of classes that didn't overlap. Not enough time to really learn anything by the time you figure out where you are, the class is over."

"Get more buildings instead of portables and trailers, especially for rooms with instruments that need a room."

"I think there is not enough time to learn what should be learned for this class."

"Good deal - it gave my mother a chance to take a class and she can't take long-term classes."

"You might consider shorter classes for no unit."

"More variety of courses."

"Schedule classes differently so students can take a larger variety of classes - for instance, I would have liked to have taken a TV Production Class but it conflicted."

"Should be offered in all communities and all junior colleges in California and extend it for at least one more week."

"Conflict in classes prevented enrollment in more than one and all of the interesting classes should not be offered between 9 and 12."

"Intersession should be continued and offered as often as possible."

"Thoroughly enjoyed the class - material was well presented and reflected a lot of time and preparation put into delivery."

"For Intersession to be permanent - part of school's regular program."

"Very nice way to pick up 3 units - would like a speed typing class during regular semester or be able to take one."

"Learned a lot about Black women that I didn't know about. I'm so glad that I took the time to go for Intersession this year. Dr. Jackson took time to give me a good understanding about women, not just Black women, but others also who had it hard - thanks."

SUMMARY OF STUDENT EVALUATION

ITEM 26 - continued

"I feel it was handled just fine."

"Thought Intersession was a terrific way of either reviewing something or brushing up on something you were interested in."

"Found Intersession to be extremely valuable and highly recommended to be expanded, I feel the English 70 class was a particularly helpful one."

"This is my second Intersession at CRC and I'm very happy with the whole procedure."

"I think it's a good idea, Intersession for students. The classes they offered were good and I hope it continues."

"I think intensive-short courses are a good idea."

"Would like to see more courses offered - more business classes, history, gym, tennis, handball, fitness, nutrition, community interest courses, ethnic history. Advertise it better."

"Good experience."

"Really enjoyed the course."

"My first experience at CRC, I am encouraged to take a class during the regular time."

"Had interesting courses but couldn't fit them in - extend day so that more courses can be available and taken during Intersession."

"Think it's an excellent idea - very important to have Intersession - helps students very much - very essential and should be continued."

"I learned a great deal in Philosophy."

"Intersession courses are worthwhile and should be offered as often as possible."

"Think Intersession offers good chance for intensive study on subjects of interest that I may not have had time for."

"Class was outstanding - would like to see Intersession continued - give students and teachers a chance to take and give respectfully."

"Thinks Intersession was a good way to keep busy and learn something also."

"Worthwhile experience - had opportunity to improve basic skills."

"Office Procedures was an excellent class for those who would like an idea of what secretaries' are involved in. The class was somewhat a review of Business English."

"A very good idea, beneficial."

SUMMARY OF STUDENT EVALUATION

ITEM 26 - continued

"The class was only a review - didn't learn anything new."

"I would have liked to work with more office machines."

"Glad CRC is offering students a chance to brush-up on skills and add a couple of units - keep it up, CRC."

"I enjoyed the classes."

"Liked the class very much - very helpful in deciding to take other courses during the regular semester."

"Would like to have the classes I took during Intersession, offered as regular 16 week semester, especially the skill building in typing."

"Really enjoyed the class - instructor was fantastic teacher."

"Get grades to students sooner."

"I was glad that it was made available to college students."

"It gave me a chance to catch up on extra units."

"Continue offering Intersession classes."

"I think too much time is wasted answering stupid questions like these." (meaning the Student Survey Questionnaire)

"They were excellent - instructor is super!"

"Enjoyed myself."

"Well worthwhile - should continue."

"Have extremely enjoyed Intersession - a good time for learning."

"Good idea - allow for intense study of a narrow subject - more advertising - courses in ethnic history, etc."

"Intersession allows for continuous study, thus advancing the learning process."

"Grades should be mailed before March."

APPENDIX I

FACULTY SURVEY - INTERSESSION

*Name*_____ *Area*_____

ITEM A: During the Intersession, I participated in the following activities:

_____*Intersession instruction.*

_____*Faculty in-service and development.*

_____*Course and curriculum development.*

_____*Department/Division meetings, conferences, workshops and field trips.*

_____*Research.*

_____*Program/course development and evaluation.*

_____*Student advisement.*

_____*Assessment of community needs and services.*

_____*Continued regular assigned responsibilities.*

_____*Other (please specify)*_____

_____

_____

ITEM B: Please describe briefly the Intersession activity in which you participated:

ITEM C: Did you accomplish your stated objectives for the Intersession activity in which you participated? (please identify these accomplishments)

ITEM D: In your opinion, what are the advantages of the Intersession?

ITEM E: In your opinion, what are the disadvantages of the Intersession?

ITEM F: What are your suggestions for improvement?

	AGREE	DISAGREE	NO OPINION
ITEM G: In your opinion, the Intersession is well worth the effort required by the college to implement.	_____	_____	_____
ITEM H: In your opinion, the Intersession should be made available at all the community colleges in California.	_____	_____	_____

APPENDIX 2

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, CA. 95823

INTERSESSION EVALUATION
STUDENT SURVEY

DIRECTIONS: Please use the red Test Scoring Sheet to record your responses to Items No. 1 to No. 20 only. Please use the yellow Survey Sheet to record your responses to Items No. 21 to No. 25. DO NOT WRITE ON THE RED TEST SCORING SHEET.

ITEM

1. Male_____ (A) Female_____ (B)

2. Age Group:

_____less than 19 (A) _____20-24 (B) _____25-29 (C) _____30-34 (D) _____35 and over. (E)

Select the response which most nearly reflects your opinion - mark the answer sheet.

In your opinion:	A STRONGLY AGREE	B AGREE	C NO OPINION	D DISAGREE	E STRONGLY DISAGREE
3. The Intersession was a worthwhile experience.					
4. There was time to complete course requirements.					
5. The goals and objectives of the course were made clear by the instructor.					
6. The amount and type of work assigned were reasonable.					
7. The instructor was readily available during the Intersession for assistance and advice.					
8. Students were encouraged to experiment with new and innovative learning experiences.					
9. There were opportunities for informal exchange between the instructor and the students.					
10. There was a variety of courses offered during the Intersession which met the needs and interests of most students.					
11. The courses offered during Intersession did not duplicate courses taught during the regular school year.					
12. The Intersession was a determining factor in my decision to attend Cosumnes River College this school year.					
13. The Intersession should be made available at all community colleges in California.					

14. Were you enrolled in a school or college during the Fall Semester, 1977?

Yes_____ No_____
A B

15. If yes, indicate where you attended during the Fall Semester, 1977.

Local Hi School	American River College	Sacramento City College	Cosumnes River College	University or other 4 Year College
_____	_____	_____	_____	_____
A	B	C	D	E

16. Indicate the total number of courses in which you were enrolled Fall, 1977.

0	1	2	3 - 5
A	B	C	D

17. Indicate the total number of Intersession courses in which you were enrolled.

1	2	3 - 5
A	B	C

18. Do you prefer courses which are completed in:

One Week	Two Weeks	Three Weeks	Four to Five Weeks	Full Term
A	B	C	D	E

19. How did you first receive information about the Intersession classes and registration procedures?

Posters, Signs Newspaper	Told about it by friend	Told about it by counselor	Told about it by instructor	Radio/TV
A	B	C	D	E

20. Why did you take this Intersession course?

For Improvement of Basic Skills	An Interesting Topic & New Experiences	As A Review &/or Refresher Course	For Job Advancement or Requirements	More Units
A	B	C	D	E

PLEASE USE THE SPACE PROVIDED FOR YOUR RESPONSE TO ITEMS 21-26.

21. Please list the title(s) of the Intersession courses in which you enrolled.

_____ _____ _____

_____ _____ _____

22. Give the title of the course in which you are completing this questionnaire.

23. Would you enroll in a course(s) on the same topic(s) as those listed in items No. 21 and No. 22, if it were offered again? Yes_____ No_____

24. If yes, when would you want the course scheduled?

Day_____ Weekend (Fri/Sat)_____ Other, Please Specify:

Evening_____ (Sat/Sun)_____ _____

25. Were there courses that were not offered during the Intersession which, in your opinion, should be added next year?_____

_____

_____

26. Please use the space below to make any comments or suggestions regarding the Intersession activities.

HLH:al
1/78